

WEST HARTSVILLE ELEMENTARY

214 Clyde Road
Hartsville, South Carolina

Grades	4-5 Elementary School	
Enrollment	184 Students	
Principal	Kay S. Howell, Ed.D.	843-857-3270
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

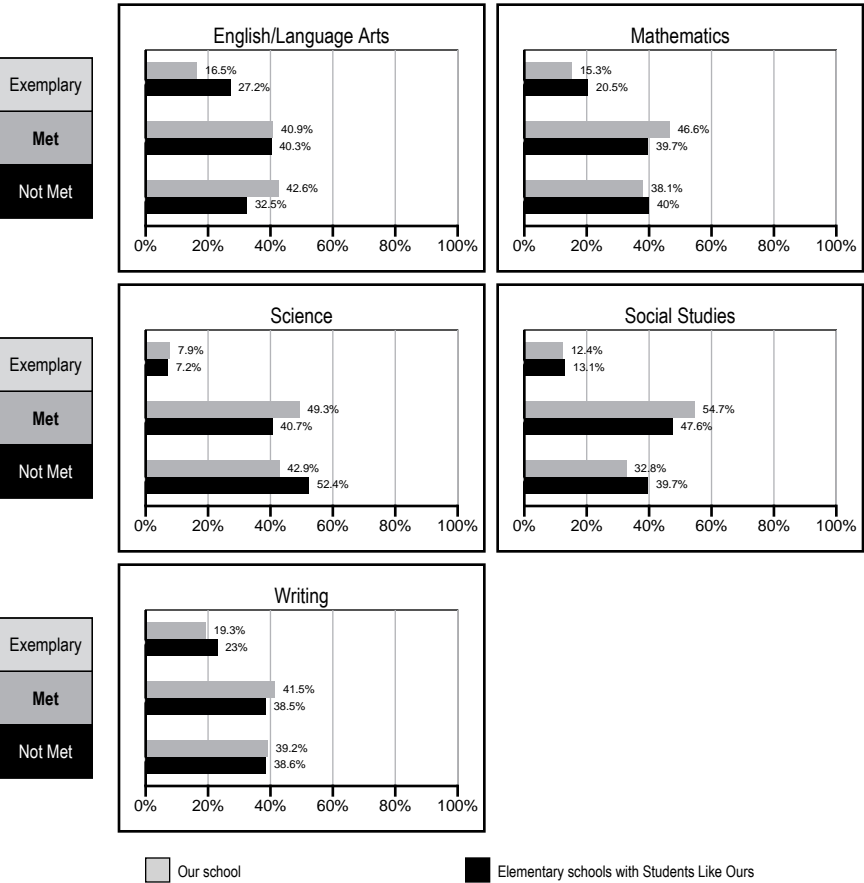
95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	103	47	19

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=184)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.5%	1.2%
Attendance rate	96.4%	Down from 96.8%	95.8%	96.1%
Eligible for gifted and talented	3.6%	Down from 6.0%	5.1%	11.7%
With disabilities other than speech	8.8%	Down from 10.9%	8.6%	8.0%
Older than usual for grade	1.1%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	50.0%	Down from 57.9%	59.0%	60.5%
Continuing contract teachers	100.0%	Up from 68.4%	80.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.8%	Up from 70.9%	85.0%	87.0%
Teacher attendance rate	96.3%	Up from 95.6%	95.2%	95.4%
Average teacher salary*	\$44,564	Down 1.2%	\$45,582	\$47,288
Professional development days/teacher	12.0 days	Down from 18.7 days	11.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	26.9 to 1	Up from 20.9 to 1	17.8 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 89.8%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 99.8%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$10,153	Up 7.3%	\$8,361	\$7,548
Percent of expenditures for instruction**	57.0%	Down from 60.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	54.7%	Down from 57.2%	62.9%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

West Hartsville Elementary School Administration, faculty, and staff continue to focus on providing a quality education and a safe, positive school environment for all students. Innovative measures such as school uniforms, student bucks, TAP (Teacher Advancement Program), SOAR to Success (Reading tutoring Program), and the infusion of technology throughout the curriculum are positive interventions that help support achievement by reducing distractions and creating a positive, motivating learning environment.

Celebrating small successes along the way is something we take pride in. We have a MAP data wall, which showcases growth for individual students, and a thank-you board to recognize and reward positive behavior and academic growth for students and staff. When a student meets their goal on the MAP test, he/she is rewarded by a pizza or ice cream party.

At the end of each grading period, we have a recognition ceremony to honor students for achieving the honor roll status, perfect attendance, meeting MAP goals, as well as showing academic growth and improvement in behavior. The Junior Beta Club collected canned goods for needy families, pet food and toys for the Humane Society, and gifts for needy children at Christmas. Several students were honored during an art show in March, and our teacher of the year, Valerie Smith, attended Teacher Form meetings and reported back to the staff about current happenings. The 2010-2011 teacher of the year, Ashley Taylor, was selected. West Hartsville staff earned the National TAP Ambassador Award at the Washington, DC conference in March. This award is a national award given to five schools that have shown academic growth, improvement, and willingness to let other schools visit and observe the TAP process.

Throughout the year parents attended conferences, participated in PTO meetings and special projects, field trips, and activities at West Hartsville. Our school continued to build partnerships with Kelletown Baptist Church, Anderson Brass, SONCO SPC, SONOCO, and Hartsville Rotary Club. These companies help to support West Hartsville by the use of funds for special projects and the use of their facilities for programs as well as treats for students and volunteer help during testing and field day.

During the coming year, our challenges will be to continue to focus on reading achievement, motivating and challenging students to make academics a priority. Our plans include increasing interventions offered to targeted students and continuing learning experiences for our staff to strengthen instruction.

Kay Howell, Principal
Teresa Armstrong, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	75	43
Percent satisfied with learning environment	93.3%	88.0%	78.0%
Percent satisfied with social and physical environment	100.0%	90.4%	78.6%
Percent satisfied with school-home relations	86.7%	84.0%	71.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	187	100	42.6	40.9	16.5	68.2	79.8	83.5	Yes	Yes
Gender										
Male	99	100	51.1	32.6	16.3	58.7	76.4	80.1	N/A	N/A
Female	88	100	33.3	50	16.7	78.6	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	54	100	19.6	47.1	33.3	86.3	87.6	89.6	Yes	Yes
African American	128	100	50.8	39.2	10	62.5	74	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	21	100	N/A	N/A	N/A	42.1	50.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	46.7	38.8	14.5	65.8	75.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	187	100	38.1	46.6	15.3	77.8	77.1	80.4	Yes	Yes
Gender										
Male	99	100	44.6	40.2	15.2	75	75.2	78.4	N/A	N/A
Female	88	100	31	53.6	15.5	81	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	54	100	13.7	56.9	29.4	90.2	85.8	87.8	Yes	Yes
African American	128	100	46.7	43.3	10	74.2	70.6	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	21	100	N/A	N/A	N/A	63.2	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	42.1	42.8	15.1	75.7	72	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	146	100	42.9	49.3	7.9	57.1	64.5	67.3
Gender								
Male	77	100	50.7	38.4	11	49.3	63.5	66.9
Female	69	100	34.3	61.2	4.5	65.7	65.6	67.7
Racial/Ethnic Group								
White	45	100	18.6	67.4	14	81.4	79.2	79.6
African American	97	100	51.6	43	5.4	48.4	53.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	15	100	71.4	21.4	7.1	28.6	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	130	100	46	46	8.1	54	56.5	55.4

Social Studies

All Students	145	100	32.8	54.7	12.4	67.2	69.5	70.9
Gender								
Male	77	100	34.7	51.4	13.9	65.3	68.6	70.1
Female	68	100	30.8	58.5	10.8	69.2	70.5	71.7
Racial/Ethnic Group								
White	39	100	13.5	56.8	29.7	86.5	79.7	79.2
African American	102	100	39.6	54.2	6.3	60.4	62.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	N/A	N/A	N/A	50	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	125	100	35	53.8	11.1	65	63.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	187	100	39.2	41.5	19.3	60.8	65.2	72.1	96.4	95.5
Gender										
Male	99	100	50	38	12	50	58.3	65.2	96.3	95.2
Female	88	100	27.4	45.2	27.4	72.6	72.4	79.2	96.6	95.8
Racial/Ethnic Group										
White	54	100	19.6	47.1	33.3	80.4	76.2	80.8	96.1	94.9
African American	128	100	45.8	40.8	13.3	54.2	57.1	59.7	96.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	96.4	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.6	64.6	97.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	10.5	20.5	27.7	95.9	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.8	63.7	97.6	97.1
Socio-Economic Status										
Subsidized meals	161	100	41.1	43	15.9	58.9	58.3	61.9	96.4	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	46.6	35.6	17.8	53.4
	5	97	100	27.2	48.9	23.9	72.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	44.6	36.6	18.8	55.4
	5	83	100	40	46.7	13.3	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	28.8	52.1	19.2	71.2
	5	97	100	26.1	51.1	22.8	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	35.6	50.5	13.9	64.4
	5	83	100	41.3	41.3	17.3	58.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	45.2	47.9	6.8	54.8
	5	47	100	37.8	48.9	13.3	62.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	41.6	49.5	8.9	58.4
	5	42	100	46.2	48.7	5.1	53.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	78	100	27.4	47.9	24.7	72.6
	5	50	100	36.2	27.7	36.2	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	104	100	24.8	59.4	15.8	75.2
	5	41	100	55.6	41.7	2.8	44.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	81	98.8	45.9	37.8	16.2	54.1
	5	98	100	35.5	38.7	25.8	64.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	104	100	37.6	46.5	15.8	62.4
	5	83	100	41.3	34.7	24	58.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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